

# A Moving Picture Party

By H. C. Wood

I fell to me to entertain our Social Club, and I was at a loss to provide something a little different from what had already been given in the way of a program. So I put on my thinking cap, and finally an inspiration came to me which I decided to work out.

Some twenty-five or thirty members comprised the club, most of them of the kind and sedate sort, that voices dancing and kindred amusements, and prefers to "sit out" the evening.

When the company had gathered, I announced that I would call upon them to prepare a scenario for a moving picture play, so they must get their wits sharpened for immediate use.

Then I presented a pencil and a card to each one present, beginning with the person nearest me. At the top of each card I had already written down the subjects to be assigned to those taking part, so that the cards were arranged consecutively as follows:

1. Name of play.
2. Name of author.
3. Cast of characters.
4. Scene One (described).
5. Description of heroine.
6. Description of hero.
7. What she did.
8. What he did.
9. What happened.
10. What other characters appeared.

11. How they looked.
12. What they did.
13. Scene Two (described).
14. What was the hero supposed to say?
15. What was the heroine's answer?
16. What dangers beset the heroine?
17. How was she rescued?
18. What happened next?
19. Scene Three (described).
20. What accident happened to the hero?
21. What did the heroine do?
22. What did the others do?
23. How did the heroine escape the villain?
24. How was the villain punished?
25. What became of the other characters?
26. What was the climax?

I cautioned these amateur authors not to disclose anything that he or she had written, consequently no one had a notion of what had gone before, or of what was to follow. This, of course added to the general mix-up, and made the material all the more amusing.

When the cards had been written, I announced that the play was now complete, and would be read. Then I called on each one in turn to read his or her card. This was done amid much laughter, for the most absurd and ridiculous situations resulted from the hodge-podge authorship.

A little later in the evening I announced that a moving picture play would also be produced for the enjoyment of the company.

When the cards had been written, I announced that the play was now complete, and would be read. Then I called on each one in turn to read his or her card. This was done amid much laughter, for the most absurd and ridiculous situations resulted from the hodge-podge authorship.

A little later in the evening I announced that a moving picture play would also be produced for the enjoyment of the company.

A sheet was stretched across the space between the folding doors, after the guests had gathered in the living room where seats were arranged facing the library which opened into it with folding doors. Then the lights were turned out, and a strong light was thrown on the sheet from the library.

I had secured the aid of some of my young neighbors, and had previously rehearsed the action of a non-sensical shadow performance. In the first scene the different characters passed across the space behind the sheet, carrying chairs, tables, pictures, bird cages, brooms, household articles, all highly suggestive of a "moving" picture.

This was followed by a melodramatic soliloquy, while the tale of woe, told in pantomime, "moved" all his hearers to tears, and to generous response.

Then with my small troupe we gave a short shadow play, making it as absurd and ridiculous as possible, the cast consisting of a pleading lover, a sentimental girl, obdurate parents, a dark villain, a suitor, finally happiness to all. This can be arranged impromptu to suit the occasion, and a few fun-loving young people can easily suggest some amusing travesty on the usual motion picture play, either a hair-raising western drama, or a clever parody on some well-known book or play.

Simple refreshments were served, and the Motion Picture Entertainment was pronounced a great success.

# How to Attract the Birds

By Fanny S. Stone

Did you ever notice how the goldfinches love the cornflowers, the coreopsis, sinulus and sunflowers? Plant them in your garden, and the sweet call and song of the goldfinches will make your summer and fall much more musical.

Be sure to have a trumpet vine for the humming birds. They love the honey in its long red tubes and you will be fully repaid for your trouble in seeing the little birds dash and dart about the beautiful flowers of the vine.

Put in some salvia, canna, nasturtiums, gladioli and columbine for help exterminate the leaf beetle that tracks the elm trees.

Find a place, if you can, for a choke cherry tree. Not only waxwings, but many other hungry birds will enjoy it.

The hollyhock, sunnyside, elder, clematis, mandarin ash, burning bush, Virginia creeper and housewreck bushes will help not only the summer birds, but will furnish food for the fall migrants, and there may be seed and berries on some of these vines and bushes that will last through the winter, to help keep alive some little migrants in the early spring.

# The Tap-a-Tap Song

By Anne Porter Johnson

Dear little white shoes on the silent floor,  
Do you long to jump through the doorway door?  
No fairer feet than yours have waited long,  
I'm sure you remember your tap-a-tap song.  
That sweet, happy song of the other years,  
I remember it well, and I smile through tears.

Dear little white shoes, oh, why do you wait?  
Why don't you jump on your tap-a-tap feet?  
Why don't you scamper and scurry and play  
In the sunny gleam of the old-time way?  
Why don't you come with your quick tap-a-tap,  
And scurry up into my empty lap?

For the little feet are so waiting too,  
Thinking of the time when a summer with you  
The picture days went by so fast,  
And the little feet grew up so fast,  
He is coming now in his tiny shoes,  
And he'll like you and me, and smile through tears.

# One Mother's Way

My boy and I have always been good chums, and during his high school career I not only "rooted" for his team at the football games, but I also went through ancient history, higher mathematics and several sciences with him, never missing a lesson. I have always delighted in study for its own sake, and I am sure he was not only more interested in studying with me than he would have been in studying alone, but also that he experienced a special pride in the fact that mother could conjugate French and Latin verbs, factor a puzzling radical, and solve a knotty problem in geometry.

After high school and one year of college my boy went into business for himself—electrical work, making house-wiring and all kinds of repairs.

While his work in our home town, the strict observance of business hours means of course, that I shall not see so much of him as I did during the years of school and college.

Happily, he has already acquired the reading habit, and here is one way in which I encourage this. I not only keep his reading table in his own room supplied with good books and magazines, but I usually read these first, with pencil in hand, and mark on the margin the meaning of unusual words or phrases, after writing out complete quotations which are suggested by certain allusions in the text—all of these things that I am sure he will be interested in knowing, but would probably not take the time to look up for himself. I also have

a daily memory gem either written out on my typewriter or clipped from some magazine or newspaper which I tuck into the frame of his bureau mirror, better than you, boy, and where to find them. And he is not strange that almost every flower that the little humming bird loves, is one of bright red or yellow hue.

This encouragement in the things that I consider "worth while" means eternal significance on my part, but I am sure the child will justify the motive. My theory is that education ends only with life, and that the man who has early formed a taste for the right kind of reading has an inner resource which will serve him through good or evil fortune, and be a source of happiness and cheerfulness through all life, and a shield against all the sorrowful things that may come or the world grows older, etc.

them too, for they must have a varied menu. Don't slip on the cardinal flower. If you know its name, but not its color, watch its blossoms on an August day and you will see that the humming birds know, better than you, boy, and where to find them. And he is not strange that almost every flower that the little humming bird loves, is one of bright red or yellow hue.

If you love the red waxwings and long to have them call upon you often, plant Tartarian honeysuckles. To be sure, they may settle in a tree on your beautiful red-berried bush, and after a short call, leave it just a plain green-leaved affair without a berry. But the pretty red berries have done good service for the cedar waxwings as well as for the robins. They are not only enterprising, glib and graceful fliers, but they have done much to

to make your garden beautiful as well as helpful, in a very easy way. For the wild rose and honeysuckle are quite as attractive and actually are just roses. A bunch of common yellow, green, and red berries, of dark aluminum, dogwood, holly, and hickory, and clematis can be arranged so as to make a charming place both in summer and fall. I know of such a tangle in a city yard near my factory, where birds can always be found in numbers, and in the spring time the male that comes from out this tangle of wild thorns is most wonderful. The first bird sings his sweetest, softest love songs, and then in its deep foliage, the broken branches are often there, even the wood thrush loves it and gives his happiness in song.

# Home Made Candies

Suggestions that Will Appeal to the Sweet Tooth

By Charlotte Gore

In all the following recipes I use a measuring cup marked in quarters and thirds and regular measuring spoons, and try always to be as exact as possible.

Fudge to be good must not be sugary. When dipped in cold water, it remains together so that a small lump of it can be handled with the tips of your fingers. It is ready to be taken from the fire. Then a long beating will make it smooth and creamy, but watch it or it will get so thick you cannot lift it off the pan. Have the pan well buttered, and let fudge squares at once. It may be kept for a week or so in a covered receptacle—use waxed paper, but not a tin box.

Three cups of granulated sugar, two cups of milk, four squares of unwaxed chocolate and one cup of cocoa are the ingredients for a fudge. Put the sugar in a saucepan, add the milk and cocoa, and stir until the sugar is dissolved. Then beat for a week or so in a covered receptacle—use waxed paper, but not a tin box.

Three cups of granulated sugar, two cups of milk, four squares of unwaxed chocolate and one cup of cocoa are the ingredients for a fudge. Put the sugar in a saucepan, add the milk and cocoa, and stir until the sugar is dissolved. Then beat for a week or so in a covered receptacle—use waxed paper, but not a tin box.

Three cups of granulated sugar, two cups of milk, four squares of unwaxed chocolate and one cup of cocoa are the ingredients for a fudge. Put the sugar in a saucepan, add the milk and cocoa, and stir until the sugar is dissolved. Then beat for a week or so in a covered receptacle—use waxed paper, but not a tin box.

Three cups of granulated sugar, two cups of milk, four squares of unwaxed chocolate and one cup of cocoa are the ingredients for a fudge. Put the sugar in a saucepan, add the milk and cocoa, and stir until the sugar is dissolved. Then beat for a week or so in a covered receptacle—use waxed paper, but not a tin box.

Three cups of granulated sugar, two cups of milk, four squares of unwaxed chocolate and one cup of cocoa are the ingredients for a fudge. Put the sugar in a saucepan, add the milk and cocoa, and stir until the sugar is dissolved. Then beat for a week or so in a covered receptacle—use waxed paper, but not a tin box.

Three cups of granulated sugar, two cups of milk, four squares of unwaxed chocolate and one cup of cocoa are the ingredients for a fudge. Put the sugar in a saucepan, add the milk and cocoa, and stir until the sugar is dissolved. Then beat for a week or so in a covered receptacle—use waxed paper, but not a tin box.

Three cups of granulated sugar, two cups of milk, four squares of unwaxed chocolate and one cup of cocoa are the ingredients for a fudge. Put the sugar in a saucepan, add the milk and cocoa, and stir until the sugar is dissolved. Then beat for a week or so in a covered receptacle—use waxed paper, but not a tin box.

Three cups of granulated sugar, two cups of milk, four squares of unwaxed chocolate and one cup of cocoa are the ingredients for a fudge. Put the sugar in a saucepan, add the milk and cocoa, and stir until the sugar is dissolved. Then beat for a week or so in a covered receptacle—use waxed paper, but not a tin box.

Three cups of granulated sugar, two cups of milk, four squares of unwaxed chocolate and one cup of cocoa are the ingredients for a fudge. Put the sugar in a saucepan, add the milk and cocoa, and stir until the sugar is dissolved. Then beat for a week or so in a covered receptacle—use waxed paper, but not a tin box.

Three cups of granulated sugar, two cups of milk, four squares of unwaxed chocolate and one cup of cocoa are the ingredients for a fudge. Put the sugar in a saucepan, add the milk and cocoa, and stir until the sugar is dissolved. Then beat for a week or so in a covered receptacle—use waxed paper, but not a tin box.

Three cups of granulated sugar, two cups of milk, four squares of unwaxed chocolate and one cup of cocoa are the ingredients for a fudge. Put the sugar in a saucepan, add the milk and cocoa, and stir until the sugar is dissolved. Then beat for a week or so in a covered receptacle—use waxed paper, but not a tin box.

# ALLIES' GREAT OFFENSIVE ON WEST IS FAILURE

(CONTINUED FROM PAGE ONE)

Everyone who knows the extent of the fronts on which Germany fights today. While the English front is only 135 kilometers long and the French 530 kilometers, Germany fights on a front of 1,700 kilometers.

Get Initiative in Balkans

"Put in the Balkan war theater, where, according to the unanimous declaration of the entente, the decision must be reached, the central powers have victoriously gained the initiative. There they dictate the law of action to their enemies. The plan of the entente in the Balkans failed completely in spite of Rumania's entrance into the war.

Rumania, which was expected to German forces by the present offensive, bring a decision for the entente, is on the Somme but this can now rather a brake on their progress and be considered a failure. It is the only of no advantage, especially since the greater who will be worn out more

Russian armies at present, by reason of the complete failure of their offensive in Galicia, in which they suffered enormous losses, are debilitated to such a degree that they are obliged for the time being to leave Galicia to her fate.

The entente repeats from time to time the claim that Germany is exhausted but this is merely empty words and advertising in order to impress neutrals and to stimulate their own nations and armies.

Germany is Unshaken.

"The victorious defense in the east and the west and the energetic offensive of the central powers in Transylvania and the Balkans prove better than words the fact that the forces and military superiority of the central powers are unshaken.

England hopes to wear out the whole world that Germany is fully decided and will carry out the war to a victorious end."

than the defender. The sanguinary figures published recently by the London Daily Mail speak a language that ought to be grave and impressive for Great Britain. Besides these figures do not contain all the extraordinary heavy losses suffered during the last three weeks by the British and French in a most terrific battle on the Somme. The wearing out of elements is a source of serious care, not only for France, who is tied to death already, but also for England, which, until now, has boasted of its inexhaustible reserves.

How little the entente has succeeded in exhausting the morale and material forces of Germany by interrupted, systematic pressure, and how little German confidence in victory has been shaken, was proved already by the splendid result of the latest war loan.

"These 10,000,000 marks tell the whole world that Germany is fully decided and will carry out the war to a victorious end."

# FIRST NOTICE

The Best of the Bargain

You get a bargain when you get The Youth's Companion for 1917 for \$3.00. 25 issues included from cover to cover with the reading you must enjoy.

Our two-at-one-price offer in clubs:

1. The Youth's Companion—48 issues of 1917.
2. All the remaining issues of 1917.
3. The Companion Home Calendar for 1917.
4. McCall's Magazine—27 fashion numbers of 1917.
5. One 10-cent McCall Dress Pattern—your choice from your first number of the magazine—if you send a 2-cent stamp with your selection.

The Youth's Companion, Inc., Paul St., Boston, Mass.

# TEACHERS OF SEPARATE SCHOOLS HOLD SESSION

The Logan County Association of Teachers in Colored Schools held the first session Saturday at the First Baptist church and rendered a very interesting program. A large number of rural and city teachers were present and the discussions were above the ordinary in interest.

Mr. Rogers of the Douglas school and charge of the music as a special feature and Mr. Hamilton of the Lincoln school, entertained with selections from the Homecoming chorus. Dr. N. F. Fawcett of the Agricultural department of the University of Kansas delivered the principal address on Practical Education for the Rural School. Mr. Fawcett was for a number of years connected with the Washington school, made famous by the late Dr. Washington, and spent several years in Africa as a specialist in cotton growing for the German government. If education does not prepare one to take care of himself, then it fails in its mission and the teacher is largely to blame. No matter what the course of study may dictate the one theme we must not overlook is Work—teach the boys and girls that labor is honorable. The teacher that works in the school room six or seven months and looks the rest of the year is not the proper example for our schools and our children. Overalls and aprons are as honorable as neckties and bowties. It depends entirely on who wears them," he said.

Mrs. Ashcraft in discussing the teaching of industries in the rural school, gave her experience in school gardening out in District 8. She had also introduced other manual arts in the school where she works and showed plainly that the teacher who works and thinks can do much toward increasing the efficiency of the school. She also outlined the system of teaching manual arts in the Kansas City schools where she taught for a number of years.

Mr. P. Morton, the president of the county association, outlined the work of the year and County Superintendent Miss Doollittle made the closing address, short but effective. Miss Doollittle always inspires the teachers with her words of confidence and sympathy. She complimented the teachers on the splendid beginning of the new year's work.

Many of the teachers present ex-

pressed themselves to that general from in from one to two weeks, discussing and in all things the session was a telling one.

In matter of school organization the separate schools of Logan county stand first. There are more teachers employed in the separate schools than in the rural schools of the county. In any county in the state, the rural schools are the state's first care.

Mr. Rogers of the Douglas school and charge of the music as a special feature and Mr. Hamilton of the Lincoln school, entertained with selections from the Homecoming chorus. Dr. N. F. Fawcett of the Agricultural department of the University of Kansas delivered the principal address on Practical Education for the Rural School. Mr. Fawcett was for a number of years connected with the Washington school, made famous by the late Dr. Washington, and spent several years in Africa as a specialist in cotton growing for the German government. If education does not prepare one to take care of himself, then it fails in its mission and the teacher is largely to blame. No matter what the course of study may dictate the one theme we must not overlook is Work—teach the boys and girls that labor is honorable. The teacher that works in the school room six or seven months and looks the rest of the year is not the proper example for our schools and our children. Overalls and aprons are as honorable as neckties and bowties. It depends entirely on who wears them," he said.

Mrs. Ashcraft in discussing the teaching of industries in the rural school, gave her experience in school gardening out in District 8. She had also introduced other manual arts in the school where she works and showed plainly that the teacher who works and thinks can do much toward increasing the efficiency of the school. She also outlined the system of teaching manual arts in the Kansas City schools where she taught for a number of years.

Mr. P. Morton, the president of the county association, outlined the work of the year and County Superintendent Miss Doollittle made the closing address, short but effective. Miss Doollittle always inspires the teachers with her words of confidence and sympathy. She complimented the teachers on the splendid beginning of the new year's work.

Many of the teachers present ex-

pressed themselves to that general from in from one to two weeks, discussing and in all things the session was a telling one.

In matter of school organization the separate schools of Logan county stand first. There are more teachers employed in the separate schools than in the rural schools of the county. In any county in the state, the rural schools are the state's first care.

Mr. Rogers of the Douglas school and charge of the music as a special feature and Mr. Hamilton of the Lincoln school, entertained with selections from the Homecoming chorus. Dr. N. F. Fawcett of the Agricultural department of the University of Kansas delivered the principal address on Practical Education for the Rural School. Mr. Fawcett was for a number of years connected with the Washington school, made famous by the late Dr. Washington, and spent several years in Africa as a specialist in cotton growing for the German government. If education does not prepare one to take care of himself, then it fails in its mission and the teacher is largely to blame. No matter what the course of study may dictate the one theme we must not overlook is Work—teach the boys and girls that labor is honorable. The teacher that works in the school room six or seven months and looks the rest of the year is not the proper example for our schools and our children. Overalls and aprons are as honorable as neckties and bowties. It depends entirely on who wears them," he said.

Mrs. Ashcraft in discussing the teaching of industries in the rural school, gave her experience in school gardening out in District 8. She had also introduced other manual arts in the school where she works and showed plainly that the teacher who works and thinks can do much toward increasing the efficiency of the school. She also outlined the system of teaching manual arts in the Kansas City schools where she taught for a number of years.

Mr. P. Morton, the president of the county association, outlined the work of the year and County Superintendent Miss Doollittle made the closing address, short but effective. Miss Doollittle always inspires the teachers with her words of confidence and sympathy. She complimented the teachers on the splendid beginning of the new year's work.

Many of the teachers present ex-

pressed themselves to that general from in from one to two weeks, discussing and in all things the session was a telling one.

In matter of school organization the separate schools of Logan county stand first. There are more teachers employed in the separate schools than in the rural schools of the county. In any county in the state, the rural schools are the state's first care.

Mr. Rogers of the Douglas school and charge of the music as a special feature and Mr. Hamilton of the Lincoln school, entertained with selections from the Homecoming chorus. Dr. N. F. Fawcett of the Agricultural department of the University of Kansas delivered the principal address on Practical Education for the Rural School. Mr. Fawcett was for a number of years connected with the Washington school, made famous by the late Dr. Washington, and spent several years in Africa as a specialist in cotton growing for the German government. If education does not prepare one to take care of himself, then it fails in its mission and the teacher is largely to blame. No matter what the course of study may dictate the one theme we must not overlook is Work—teach the boys and girls that labor is honorable. The teacher that works in the school room six or seven months and looks the rest of the year is not the proper example for our schools and our children. Overalls and aprons are as honorable as neckties and bowties. It depends entirely on who wears them," he said.

Mrs. Ashcraft in discussing the teaching of industries in the rural school, gave her experience in school gardening out in District 8. She had also introduced other manual arts in the school where she works and showed plainly that the teacher who works and thinks can do much toward increasing the efficiency of the school. She also outlined the system of teaching manual arts in the Kansas City schools where she taught for a number of years.

Mr. P. Morton, the president of the county association, outlined the work of the year and County Superintendent Miss Doollittle made the closing address, short but effective. Miss Doollittle always inspires the teachers with her words of confidence and sympathy. She complimented the teachers on the splendid beginning of the new year's work.

Many of the teachers present ex-

pressed themselves to that general from in from one to two weeks, discussing and in all things the session was a telling one.

In matter of school organization the separate schools of Logan county stand first. There are more teachers employed in the separate schools than in the rural schools of the county. In any county in the state, the rural schools are the state's first care.

Mr. Rogers of the Douglas school and charge of the music as a special feature and Mr. Hamilton of the Lincoln school, entertained with selections from the Homecoming chorus. Dr. N. F. Fawcett of the Agricultural department of the University of Kansas delivered the principal address on Practical Education for the Rural School. Mr. Fawcett was for a number of years connected with the Washington school, made famous by the late Dr. Washington, and spent several years in Africa as a specialist in cotton growing for the German government. If education does not prepare one to take care of himself, then it fails in its mission and the teacher is largely to blame. No matter what the course of study may dictate the one theme we must not overlook is Work—teach the boys and girls that labor is honorable. The teacher that works in the school room six or seven months and looks the rest of the year is not the proper example for our schools and our children. Overalls and aprons are as honorable as neckties and bowties. It depends entirely on who wears them," he said.

Mrs. Ashcraft in discussing the teaching of industries in the rural school, gave her experience in school gardening out in District 8. She had also introduced other manual arts in the school where she works and showed plainly that the teacher who works and thinks can do much toward increasing the efficiency of the school. She also outlined the system of teaching manual arts in the Kansas City schools where she taught for a number of years.

Mr. P. Morton, the president of the county association, outlined the work of the year and County Superintendent Miss Doollittle made the closing address, short but effective. Miss Doollittle always inspires the teachers with her words of confidence and sympathy. She complimented the teachers on the splendid beginning of the new year's work.

Many of the teachers present ex-

pressed themselves to that general from in from one to two weeks, discussing and in all things the session was a telling one.

In matter of school organization the separate schools of Logan county stand first. There are more teachers employed in the separate schools than in the rural schools of the county. In any county in the state, the rural schools are the state's first care.

Mr. Rogers of the Douglas school and charge of the music as a special feature and Mr. Hamilton of the Lincoln school, entertained with selections from the Homecoming chorus. Dr. N. F. Fawcett of the Agricultural department of the University of Kansas delivered the principal address on Practical Education for the Rural School. Mr. Fawcett was for a number of years connected with the Washington school, made famous by the late Dr. Washington, and spent several years in Africa as a specialist in cotton growing for the German government. If education does not prepare one to take care of himself, then it fails in its mission and the teacher is largely to blame. No matter what the course of study may dictate the one theme we must not overlook is Work—teach the boys and girls that labor is honorable. The teacher that works in the school room six or seven months and looks the rest of the year is not the proper example for our schools and our children. Overalls and aprons are as honorable as neckties and bowties. It depends entirely on who wears them," he said.

Mrs. Ashcraft in discussing the teaching of industries in the rural school, gave her experience in school gardening out in District 8. She had also introduced other manual arts in the school where she works and showed plainly that the teacher who works and thinks can do much toward increasing the efficiency of the school. She also outlined the system of teaching manual arts in the Kansas City schools where she taught for a number of years.

Mr. P. Morton, the president of the county association, outlined the work of the year and County Superintendent Miss Doollittle made the closing address, short but effective. Miss Doollittle always inspires the teachers with her words of confidence and sympathy. She complimented the teachers on the splendid beginning of the new year's work.

Many of the teachers present ex-

pressed themselves to that general from in from one to two weeks, discussing and in all things the session was a telling one.

In matter of school organization the separate schools of Logan county stand first. There are more teachers employed in the separate schools than in the rural schools of the county. In any county in the state, the rural schools are the state's first care.

Mr. Rogers of the Douglas school and charge of the music as a special feature and Mr. Hamilton of the Lincoln school, entertained with selections from the Homecoming chorus. Dr. N. F. Fawcett of the Agricultural department of the University of Kansas delivered the principal address on Practical Education for the Rural School. Mr. Fawcett was for a number of years connected with the Washington school, made famous by the late Dr. Washington, and spent several years in Africa as a specialist in cotton growing for the German government. If education does not prepare one to take care of himself, then it fails in its mission and the teacher is largely to blame. No matter what the course of study may dictate the one theme we must not overlook is Work—teach the boys and girls that labor is honorable. The teacher that works in the school room six or seven months and looks the rest of the year is not the proper example for our schools and our children. Overalls and aprons are as honorable as neckties and bowties. It depends entirely on who wears them," he said.

Mrs. Ashcraft in discussing the teaching of industries in the rural school, gave her experience in school gardening out in District 8. She had also introduced other manual arts in the school where she works and showed plainly that the teacher who works and thinks can do much toward increasing the efficiency of the school. She also outlined the system of teaching manual arts in the Kansas City schools where she taught for a number of years.

Mr. P. Morton, the president of the county association, outlined the work of the year and County Superintendent Miss Doollittle made the closing address, short but effective. Miss Doollittle always inspires the teachers with her words of confidence and sympathy. She complimented the teachers on the splendid beginning of the new year's work.

Many of the teachers present ex-

pressed themselves to that general from in from one to two weeks, discussing and in all things the session was a telling one.

In matter of school organization the separate schools of Logan county stand first. There are more teachers employed in the separate schools than in the rural schools of the county. In any county in the state, the rural schools are the state's first care.

Mr. Rogers of the Douglas school and charge of the music as a special feature and Mr. Hamilton of the Lincoln school, entertained with selections from the Homecoming chorus. Dr. N. F. Fawcett of the Agricultural department of the University of Kansas delivered the principal address on Practical Education for the Rural School. Mr. Fawcett was for a number of years connected with the Washington school, made famous by the late Dr. Washington, and spent several years in Africa as a specialist in cotton growing for the German government. If education does not prepare one to take care of himself, then it fails in its mission and the teacher is largely to blame. No matter what the course of study may dictate the one theme we must not overlook is Work—teach the boys and girls that labor is honorable. The teacher that works in the school room six or seven months and looks the rest of the year is not the proper example for our schools and our children. Overalls and aprons are as honorable as neckties and bowties. It depends entirely on who wears them," he said.

Mrs. Ashcraft in discussing the teaching of industries in the rural school, gave her experience in school gardening out in District 8. She had also introduced other manual arts in the school where she works and showed plainly that the teacher who works and thinks can do much toward increasing the efficiency of the school. She also outlined the system of teaching manual arts in the Kansas City schools where she taught for a number of years.

Mr. P. Morton, the president of the county association, outlined the work of the year and County Superintendent Miss Doollittle made the closing address, short but effective. Miss Doollittle always inspires the teachers with her words of confidence and sympathy. She complimented the teachers on the splendid beginning of the new year's work.

Many of the teachers present ex-

pressed themselves to that general from in from one to two weeks, discussing and in all things the session was a telling one.

In matter of school organization the separate schools of Logan county stand